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ABSTRACT

Proceedings of a 1993 colloquium on the training of elementary school language teachers include a number of presentations and summaries of discussion. Papers include: "Framework for Discussion" (Carol Ann Pesola); "What Are the Current Trends in U.S. Teacher Preparation?" (Janet Towslee); "Why Foreign Language Standards?: Background" (C. Edward Scebold); "A Proposal To Develop Teacher Standards" (Helene Zimmer-Loew); and "Standards and Goals 2000" (C. Edward Scebold). Discussion summaries address these topics: existing models for the preparation of elementary school foreign language teachers; what is envisioned as the ideal model for such preparation; and implications for the future. Appended materials include excerpts of proposed national standards for foreign language education; five generic aspects of exemplary teaching practice, identified by the National Board for Professional Teaching Standards; national education goals for the year 2000; three examples of elementary school foreign language teacher competencies (Iowa State University, North Carolina/Center for Applied Linguistics, and National Teacher Partnership Institute); and a 1993 survey on teacher education and preparation for elementary school foreign language learning administered by Advocates for Language Learning. (MSE)

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Colloquium on Teacher Preparation for Elementary School Foreign Language Programs

Proceedings

October 1993

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Colloquium on Teacher Preparation for Elementary School Foreign Language Programs

Proceedings

October 1993

This project was directed by Claudia Hahn-Raabe, Director of the Language Department, Goethe House New York,

and edited by Greg Duncan

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Foreword

As a follow-up to the successful 1991 *Colloquium on Foreign Languages in the Elementary School Curriculum*, a plan was launched to sponsor a second event to deal with issues of teacher preparation and recuitment for elementary school foreign language programs. In October 1993, a selected group of experts convened at the Goethe House New York for the *Colloquium on Teacher Preparation for Elementary School Foreign Language Programs*. Colloquium participants were first exposed to a discussion of the current trends in teacher preparation in the United States and to the probable impact of the development of national student standards in foreign languages. Following these general discussions, participants were asked to identify exisiting elementary school foreign language teacher preparation programs that can serve as models for other programs. Additionally, considerable time was given for envisioning all the components that need to exist in an "ideal" yet attainable teacher preparation model for elementary school instruction. The discussions concluded with a look at the future implications of the group's work.

These proceedings are based on transcripts of the colloquium's discussions. Wherever an individual's name is given as a by-line, the section which follows is an edited version of a talk which was delivered by that person at the colloquium. However, where there is an absence of a by-line, the text répresents a summary and analysis of the discussions related to that particular topic.

Greg Duncan

Introduction

Helene Zimmer-Loew

In 1991, the American Association of Teachers of German and the Goethe Institut sponsored the first colloquium on foreign languages in the elementary school. The result of that assembly of experts was the generation of characteristics of effective elementary school foreign language programs and the compilation of a very popular monograph edited by Marcia Rosenbusch and entitled *Proceedings: Colloquium on Foreign Languages in the Elementary School Curriculum*. As a consequence of the discussions at the 1991 colloquium, it was decided that a subsequent event was needed to address the issues of teacher education and recruitment in regard to elementary school foreign language instruction. Carol Ann Pesola masterfully created a concept paper on the topic and submitted it to Claudia Hahn-Raabe. The result is that we are all sitting here today. This entire colloquium is only possible because of the support of the Goethe Institut and, more specifically, to Claudia, our host here at the New York Goethe House. We always feel welcome wherever Claudia is, and we want to thank you very much for your professional and your financial support of these colloquia and all the other things you do for us.

The outcome of our work in the next two days will be a description of the *status quo* in teacher development and recruitment in the kindergarten through grade 8 foreign language area. We should develop a description of an attainable vision of what teacher development should be in the future and how we can work toward realizing that ideal. Even though visionary, our discussions should be practical and in the context of the many exciting current changes in education which Janet Towslee will be talking about and Ed Scebold and I will be talking about this afternoon as we examine new developments with national standards in foreign language education.

Teacher education and recruitment comprise the glue that will hold student standards together. We can talk standards until we are blue in the face -- for students, for teachers, for content, for assessment -- but without teacher education (preservice and inservice) and teacher recruitment, these standards will not work. There's simply no way we're going to be able to be a part of a change in education without the teacher education and recruitment components.

Colloquium Participants

Loren Alexander is Associate Professor of Foreign Language Education and German at Kansas State University, Manhattan, Kansas, where as has taught a FLES methods course for 15 years. He was organizer and first president of the Kansas FLES teachers' organization, KS-FLES, which will have its 10th annual meeting in spring 1995. His program for certification attracts attention from other universities nationwide.

Greg Duncan is President of InterPrep, a consulting firm specializing in providing technical assistance in foreign languages and international education. Prior to his current duties, he served for nine years as Coordinator of Foreign Languages and International Education with the Georgia Department of Education. Under Duncan's leadership, Georgia initiated an aggressive program to provide state funding for elementary school foreign language programs.

Paul Garcia is Instructional Specialist, Foreign Languages, for the Kansas City (MO) Schools. He supervises the district's K-12 foreign language programs, including eight immersion schools for French, German and Spanish as well as FLES Latin programs in three elementary schools. Garcia is Past President of Advocates for Language Learning and Past Co-president of the National Association of District Supervisors of Foreign Languages (NADSFL).

Claudia Hahn-Raabe is Director of the Language Department at the Goethe House New York. Before working in teacher training at the Goethe-Institut headquarters in Munich, she coordinated cultural programming and worked in the language division of the Brussels institute. In fall 1992, she taught a course at New York University on methods of teaching German as a foreign language.

Elizabeth Hoffman is Past President of the American Association of Teachers of German (AATG). As an award-winning former teacher of German and current Distance Learning Project Coordinator for the Nebraska/SERC Japanese satellite distance learning language course, she is very interested in the future development and delivery of FLES programs via distance learning, especially for elementary German.

Brigitte Jonen-Dittmar is Educational Consultant for German language at the elementary school level nationwide. Before coming to the United States in 1991, she was involved in Budapest on a Goethe-Institut-sponsored pilot project that developed video and audio materials for teaching German in the elementary school. She is currently developing an interactive television program for elementary school German instruction.

Dieter Kirsch not only has years of experience as an elementary school teacher, he also worked for a number of years in Holland as a teacher trainer prior to joining the staff of the Goethe-Institut's headquarters in Munich. He has developed materials for the elementary school classroom in the field of German as a foreign language, including video materials which have been very popularly received by the teaching community.

Carol Ann Pesola is Associate Professor of Education at Concordia College, Moorhead, Minnesota. She is Past President of the National Network for Early Language Learning (NNELL) and is the Director of the Concordia Summer Language Program which focuses on elementary school foreign language teacher preparation. Pesola is co-author of *Languages and Children - Making the Match* and is a member of the *Kinder Lerner Deutsch* Steering Committee.

Pat Pillot teaches German in first through sixth grades in the Ferndale (MI) Public Schools. She serves as editor of *Loseblattsammlung*, an AATG-supported resource notebook for elementary school teachers of German, and as a contributing editor for *FLESNEWS* for which she reviews German teaching materials. She was named an AATG Teacher-of-the-Year for 1991-92 and is a member of the *Kinder Lerner Deutsch* Steering Committee.

Nancy Rhodes is Associate Director of Multicultural Education at the Center for Applied Linguistics, Washington, D.C. She has been involved in elementary school foreign language education for the past 14 years. Rhodes has taught Spanish, researched differences in elementary school program models, conducted a national survey of elementary school programs, developed assessment instruments and directed a teacher training project. She helped to found the National Network for Early Language Learning (NNELL) for which she currently serves as Executive Secretary.

Marcia Rosenbusch is Adjunct Professor of Spanish at Iowa State University, Ames, Iowa. She is founder and editor of the *Iowa FLES Newsletter* and editor of *FLESNEWS*, the newsletter of the National Network for Early Language Learning (NNELL). Rosenbusch is responsible for the elementary school foreign language teacher preparation program at Iowa State. She has taught Spanish for the past 15 years and has designed global education curricula for elementary school foreign language classes.

Lynn Sandstedt is Executive Director of the American Association of Teachers of Spanish and Portuguese (AATSP). Early in his teaching career, he taught Spanish at the elementary school level and continues to be a supporter of FLES. With Sandstedt's encouragement, AATSP established a standing committee on FLES in order to better address the issues related to early language learning.

C. Edward Scebold is Executive Director of the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL has sponsored symposia surrounding the encouragement of early language learning and building longer sequences of second language education in our schools; produced *Foreign Language Learning: The Journey of a Lifetime*, the 1994 volume of the ACTFL Foreign Language Education Series; and is a significant leader in the development of national foreign language standards.

Janet Towslee is Director of the Office of Teacher Education and Assistant Vice President at Clayton State College, in Morrow, Georgia, through a cooperative arrangement with Georgia State University where she has been a faculty member since 1972. Actively involved in teacher preparation and recruitment, she has been President of the Association of Teacher Educators; is a member of the Executive Board of Directors for the National Council for the Accreditation of Teacher Education (NCATE); serves on the Advisory Council for Future Educators of America; and is a member of the USA-China Teacher Education Consortium.

Helene Zimmer-Loew is Executive Director of the American Association of Teachers of German (AATG). She has been an observer and supporter of FLES since the 1960s. In her role as Executive Director of AATG, Zimmer-Loew has actively involved the association in the area of early language learning. The strong financial support of the Federal Republic of German and the participation of several of the top experts in the field on the *Kinder Lerner Deutsch* Committee have allowed significant work to be accomplished.

Framework for Discussion

Carol Ann Pesola

When we first began working with the *Kinder Lernen Deutsch* initiative in the AATG, virtually our first act was to send out a questionnaire to try to get a reading on what the German teaching community felt were the highest priorities in nurturing and developing programs for German in the elementary school. And from the very beginning we knew that those who were prepared to do the work at the elementary and middle school levels was a major issue. We addresed this issue in several ways. We tried to adjust our timing to bring teachers to teacher preparation opportunities at convenient times; we've done some teacher trainer work at the Concordia College program, where we focused a lot of our attention; but several things just in the last couple of years have really reminded me of how urgent this need is.

I'm just going to tell you a little about a new, one year-old full-immersion program that I visited last summer. The administrators were desperate to find teachers when the program opened. They went through five or six teachers in the first year of the program's existence, and they're still desperately seeking teachers for their program now. There isn't one of their teachers who is an American learner of German and who has gone through our higher education system to become a teacher -- not one. The school has looked; I know they've sent the call out everywhere. In Georgia, where there's a very exciting opportunity for German, as well as French, Japanese and Spanish at the beginning of the elementary school level, they're still looking for teachers in all four languages, almost up until the day school begins, because there is such a lack of qualified teachers. When I advise freshmen and sophomore elementary education students at Concordia who are debating whether they should continue studying Spanish or another language, but especially Spanish, I can tell them without any doubt that I guarantee them a job. When they leave Concordia, if they have a double major in elementary education and Spanish and are fluent in Spanish, I can virtually guarantee them a job, and there's almost no other graduate of Concordia to whom I can make that guarantee. I can't make the same guarantee to someone who double-majors in German and elementary education. However, I can say that there are going to be people who are very interested in them, and I suspect that they can go to Kansas City and they can go to Georgia and they can go to some other places and be very much welcomed. Some students, who graduate from our summer teacher preparation program which doesn't pretend to prepare immersion teachers, go out to teach in elementary school programs, even without an elementary license, because the need is so great.

Many programs in all languages have absolutely no opportunity to be selective about the teachers they hire. Yet my experience certainly has been, and I'm sure many of you in this room would agree, that regardless of the background, it tends to be the quality of the teacher that ends up making a quality program. No matter how much public support we have; no matter how beautiful the curriculum materials may be that

eventually come from all kinds of places that are now paying attention to curriculum -- for German as well as other languages -- without teachers who are well prepared to understand children and who are committed to the profession of being a teacher, these programs will still not survive beyond the first year or two of enthusiasm.

To further exacerbate the problem, there is still an absence of a good variety of teacher training models. If we want to develop a program, where do we look for a program to follow? The models that do exist are not widely known; they haven't been widely written about. When I began planning a program at Concordia to prepare teachers, I simply looked back to the one model that I felt was successful, the old NDEA institutes. They combined a methods class, a demonstration class, and an opportunity for students themselves to teach in a supervised setting. That has worked very successfully for us in a summer program but would be impossible to implement during the school year.

The recruitment of teachers for elementary school foreign language programs also seems to me a very high priority and one that just hasn't been addressed yet. We must reach students at a point early enough in their teaching career that will allow them to develop strong skills in both elementary education and a foreign language.

As we work toward establishing a vision for what we hope could happen, for what curriculum might be appropriate or what kinds of models might be operationalized for teacher preparation at this level, it's also very important that we nest and establish this vision within the context of the overall teacher preparation for elementary school and middle school levels. There is a lot of excitement, and there are many experiments and new directions that are going on in teacher preparation generally. It would be unwise for us to be planning something for German teachers that isn't congruent with what is going on in the rest of the profession.

There is much that has been done on which we can already build. The North Carolina Department of Public Instruction and the Center for Applied Linguistics sponsored an applied linguistics project that established some curriculum guidelines for teacher preparation in elementary school foreign languages. It is a very valuable piece of work, though it doesn't describe models and how the programs themselves might be established. ACTFL, AATF and AATG have established qualifications or standards for teachers at the elementary school level, so we have some standards work that we can certainly draw from. We have existing programs many of which are represented by individuals participating in this colloquium. However, we haven't really at any point gotten our energies together and said, "This is where we might go with elementary school foreign language teacher preparation." We have models of in-service that come from districts and from states that we can look to; and we have, at this table, people who have life experience and much to contribute, as we work to establish a vision for what teacher preparation might look like, what recruitment might be valuable, and how we can set a course that will bring us to our vision. We're very grateful to have all of you here, and we're looking forward to a stimulating couple of days.

What Are the Current Trends in U.S. Teacher Preparation?

Janet Towslee

I chose this particular title for my comments to you this morning because I've been around long enough to see that things do come and go, that trends do change. You're going to see my special education background come through in this discussion, but I think you will find many parallels in your discipline of foreign languages. If you believe nothing else, start out with these three tenets:

- It is possible for everyone to learn.
- Everyone can learn more efficiently.
- Everyone can learn more intelligently.

If you have not read Howard Gardner's book on multiple intelligences, you need to take a look at it. His book is part of a whole body of literature on how to do things more intelligently. We don't need to work harder; we need to work smarter. And that's again a trend that we're seeing. As all three of the above tenets begin to take deeper root in educational practice, we will see that it is possible to create educational systems that are truly appropriate for our times.

I want to focus my comments with you this morning on seven broad concepts in our evolving education system which exist within the parameters of the previously stated three tenets.

• *The growing diversity of students is affecting educational planning and practice in all settings.*

The student who does not respond to "regular" education has always been an enigmatic specimen for educators. We started off early labeling these students. We first called them morons, then idiots and then we went to everything from slow learner to educable learner, handicapped, retarded, disabled. What we keep doing is playing a shell-and-pea game. We just keep changing the labels because when a label gets too comfortable, people begin to attack it. Today, the term "at-risk" children has become all-encompassing in that it deals with a multitude of special-case learners who are likely to encounter difficulties within existing educational structures. "At-risk children" can be special education children; they can be students in our classes who come from multicultural backgrounds; they may be bilingual or trilingual; they can be children who come from unstable home situations.

The Association of Teacher Educators (ATE) took a very bold stand in 1987. We were the first association to look at the family and its impact on education. As we got into looking at "A Nation at Risk" and we moved further and further into educational reform, we discovered a lot of players in this game. You have the family, the social service

agencies, the health professionals and others. One of the major trends in education today, which is having a tremendous impact on teacher, counselor and administrator training, is understanding the need for all of these players to work cooperatively and collaboratively to provide the best educational opportunity for our children. This work on education and the family set the stage for this year's (1993) ATE conference and many others that you may have attended. We all probably know as much as we want to know or need to know in our specific disciplines. Now, however, is the time for discipline experts to begin to carefully study and analyze all these external forces which impact student learning of our disciplines.

Another factor under the rubric of the growing diversity of our student population is demographics. I recently attended a state-level meeting where an expert demographer was discussing all kinds of statistics to illustrate why certain school systems in certain parts of that state would never be able to be successful. At first, he mentioned statistics that we would normally understand as impactful on education: the socio-economic level of the families, the educational level of the parents, etc. But then, he started bringing in the number of house trailers, number of farms and things like that. Finally, he took all the negatives, put them in a long string and said: "Lee County has this population, this number of migrant cases, this number of house trailers, this socio-economic level, etc." And then he said, "Now how do you think they are going to run a school system?" Yet those from Lee County might think that they have just as much going for them as someone in Phillips County which appears to always have success. The point is that it is essential that we go back to the roots or at least begin to understand why things are the way they are.

• K-12 is shifting to B-12, enabling programs to be more developmentally appropriate for children.

K-12 has really shifted to B (birth)-12, if not B (birth) to D (death). When I heard this the first time, birth to death, my thoughts were that I'm not a professional who deals with birth to death. But more and more, education is an all-inclusive profession. More and more educators are involved in working with young folks at an earlier age because we are finding that the earlier we can intervene, the better the results. Going back to the family issue, ATE started a commission to look at the impact of the family on education. Donna Shalala, Secretary of Health and Human Services, serves on this body. It represents the first time that professionals from the medical sector, the education community and social services are working together to do something nationally in education. I hope that, as we talk about working with children earlier, you as foreign language professionals will begin to think about how you might begin to work with some of the social service agencies, and even churches and the medical profession.

Educational systems are changing and expanding.

Florida had, and still has, a core curriculum where you had to have a foreign language. And you also had to take a course in logic because the feeling was that we all need to be critical thinkers and think things through. People get into some of the

most awkward situations and can't figure out how to get out of them. There are many people, not just at the special education level, who have never been taught to think through things. The component then of teaching our students how to think critically, and creatively, is essential in our changing educational systems.

Interdisciplinary curriculum is another important factor in our evolving education systems. There is a middle school in Georgia that I visited, and they decided they wanted to make the first step toward language immersion. Throughout the building they have signs -- in front of the boy's room, the girl's room, the library, the cafeteria, etc. -- in five languages. I know you've probably seen that before. But through a middle school project with which I am currently engaged, I have visited about 40 middle schools, and I have never seen this. And how simple this is! Our elementary teachers learned long ago that making connections among the various subject areas provides a more integrated curriculum for children which is more motivating and at the same time facilitated children making connections. The interdisciplinary team, one of the characteristics of the middle school model which predominates in this country, is a real step in the right direction to provide greater subject area cohesion to that age learner.

Today's middle school is not just a changed name of the old junior high school. The old junior high school was exactly as its name implied -- a watered-down version of a high school. Middle school, however, takes a very serious look at the learning behavior of its students and attempts to provide instructional delivery patterns congruent with the developmental needs of its learners. If you've taught that age group, have children in that age group, or have neighbors or friends with children in that age group, you know that group of children to be the most challenging of all students we will likely encounter. The concept of the interdisciplinary team of three to four teachers working together to provide a cohesive package of basic skills learning is all about everyone working together for the good of the child. It's all of us knowing each other's discipline. When you go through a middle school teacher preparation program, you may be a specialist in language arts, math, science or social studies, but you know the other disciplines, as well. You know them to the level of comfort so that you don't say, "I hate that. I can't do that. I can't talk to the math class because I just don't know math that well." You have some level of comfort in all the major disciplines.

Year-round schooling continues to be a trend in the new educational system, although local school systems are slow to break out of the historically-molded school calendar. In Georgia, for example, only one of our 1800-plus public schools currently operates on a year-round calendar. But those schools who have made the switch seem to be very pleased with the results. While there are many reasons why those who have made the switch like it, one of the principal motives is that there is less down time during the year. Rather than a three-month break during the summer, the year-round school calendar is characterized by more frequent, yet less lengthy, break periods. This instructional delivery model seems to minimize the opportunity for students to forget what they have learned. It seems to go right along with working smarter, not harder.

The concept of teachers as leaders is one which is really beginning to take hold in American public education. The middle school program with which I am working is an effort to design a new middle-level teacher preparation program in Georgia. I am really excited about its potential. The first new middle school teacher preparation program to be created in Georgia in a number of years, it is being developed cooperatively with six school systems, and all the education courses are being written and taught by classroom teachers. There is no teacher education faculty involved in the instructional component. It is really gratifying to see teachers finally being given the opportunity to work as trainers and to be paid and given credit for their work.

Shared decision-making ties right into teachers being leaders. While there are still many autocratic school administrators in our schools, the overall scene is nonetheless changing. In the middle school project with which I am working, the principals who are the most forward-thinking are between the ages of 40 to 50 and have made the theoretical and practical shift from being "in charge" to sharing decision-making ability with their faculties. As converts, they may even be better than these people who are coming through preparation programs for the first time.

• *Colleges and universities are providing new ways of preparing teachers.*

Following "A Nation at Risk," the Holmes group was formed to provide reform in the teacher education community. The group basically made the observation that one of the major problems with teacher education is that it is working in isolation. While the education courses are housed in the colleges of education, the disciplines are typically located in arts and sciences, and very little communication has penetrated those lines. The Holmes group did start a trend, however, of the two groups working more closely together. It is not an easy thing to accomplish, as most of you know. All I can advise is to do everything you can to get the two camps together. Take them to lunch; do anything. As long as the separation exists, we're never going to be able to work together. I know a goodly number of you teach the methods and materials classes, so you have a foot in either camp or toes in one and a foot in the other. And you walk a fine line. It can be a very difficult walk, too. There is hope, however. We're seeing more and more evidence of the arts and sciences faculty and the teacher education faculty working more cooperatively with each other. But this will be a long, slow process.

• *Assessment practices are changing.*

Multiple-choice exams may well be, in some not-too-distant future, a thing of the past or at best among the least-favored alternatives. I guess I never had this feeling until Tammy (an international student) came to live with us almost seven years ago. She finished high school and is now a junior in foreign language education at Georgia State University. Her previous education occurred in South America and Israel, and each time she was given a multiple-choice exam, she couldn't do it. She cried. She is a terrific young lady, without a doubt, but she had never been taught to think in a

multiple-choice way. She would write it out and explain it to you. All this is to say that assessments are changing, and one of the reasons I think they are changing in this country is because of the number of students coming into our educational setting who are like Tammy. Tammy and her peers, who are part of that new and growing diverse student population, have caused American educators to deal with the concept that there is more than one way to do an assessment.

We're also looking at differences in assessment with teachers. Many of us are quite familiar with the National Teachers Exam, but the Educational Testing Service now has a whole new multiple-measures testing package out called "Praxis." If you've not seen the "Praxis" package, take a look at it.

• *Educational settings are embracing the local "neighborhood" community.*

We talked earlier about the education community coming together with social and medical services to provide for all the child's needs. Many times, we are seeing that these groups are physically located within the same structure to further facilitate cooperation in the child's best interest. This movement to consolidate is, at times, not coming from the education community but rather from the business partnerships and other external factors. In Georgia, the governor appointed the Georgia Partnership for Excellence in Education which encompasses all the key players in the state. They are charged with thinking creatively to envision the best models of cooperation to deliver the highest quality of instruction.

Another entity which is a new player in the new educational setting is the law enforcement team. It is my understanding that, in many of the northeastern schools, law enforcement has existed for a long time, but it was really more of a police force that came in. The new model that is emerging around the country is that the salary of the on-site person is paid by the sheriff's department, and while they wear a uniform, they are really part of the school community. The kids get to know them, and they work with the kids. They're not the mean police officer but "Mr. Friendly Police Officer" in most cases. As the kids get to know them and as the trust builds, they feel that they can approach the officer when there are problems within the school community. It's a whole new way of looking at law enforcement in the schools. It's pro-active rather then reactive, and you're going to see it not only in the high schools but in the middle and elementary schools, as well.

•*Setting standards*

While many disciplines, particularly those included in the Goals 2000: Educate America Act, are writing their own specific teacher preparation standards, I wanted you to be aware that the National Board for Professional Teaching Standards has produced a volume addressing what all teachers need to know and be able to do. Additionally, the National Council for Accreditation of Teacher Education has just released a book on standards setting as educational reform. Both of these publications can provide some valuable foundation stones to the work which you plan

in designing appropriate teacher preparation for elementary school foreign language teachers.

Teacher preparation for the 1990s and beyond is being shaped and will be shaped by many forces, some of which reside within the academic setting and many of which lie beyond. Academic considerations such as the importance of interdisciplinary instruction, appropriate forms of assessment to gauge learning and the creation of national learning standards to provide focus and thrust for instruction will all have tremendious impact on teaching in our schools. The outside influences of continued diversification of our nation's population and a heightened need to provide a variety of community services to our school-age children and youth have caused and will continue to cause school systems throughout our country to re-envision education and its delivery. Only when teacher preparation programs begin to acknowledge these forces and to incorporate appropriate learning situations for teacher candidates will we begin to staff our classrooms with teachers who can provide meaningful educational experiences for tomorrow's students.

Why Foreign Language Standards?

Background

C. Edward Scebold

I'd like to give you a sense of what's been happening in the last couple of months with regard to the development of national foreign language standards and give you time for questions. As maybe you're aware, Lynn Sandstedt, a past president of ACTFL, got us very much involved -- ACTFL, that is -- in discussing teacher standards. He's quite agressive about the issue of getting organizations together and thought it was time to try to pull the profession together. Instead of our doing an ACTFL set of guidelines for teacher preparation programs, and the language affiliates doing their own versions of standards or guidelines, we should be sitting down and doing this together.

There were a couple of meetings on that theme and in fact we had planned a meeting in conjunction with AATG in St. Louis in the fall of 1992. The agenda for that meeting was to develop a common statement of standards, along the lines of the work that the AATG is doing, which would describe accomplished foreign language teachers -- those who have been out in the field practicing. The agenda for that meeting got turned upside down rather quickly because of an opportunity to submit a grant request to the U.S. Department of Education for the development of foreign language standards, K-12. Very quickly the agenda, as I said, for the St. Louis meeting was revised. We only had, unfortunately, representatives from AATG, AATF, AATSP and ACTFL sitting around that table, and the conversation for that day-and-a-half turned to a joint proposal to do student standards. That was in October -- this is probably the quickest proposal we've ever generated -- and by the 3rd of November we had a proposal submitted to DOE. The concept grew by the time we had submitted the proposal. We had laid out a plan not only for looking at student standards K-12, which would create a task force to do that work, but also for creating a task force that would look at undergraduate standards. There would be a third that would look at entry level teacher standards and a fourth that would deal with accomplished teacher standards. What happened is history. Student standards was funded, but we only received $242,000 for the first year of development. That project has been launched; we have a task force created, and I'll give you a few of the details.

We want you to keep in mind that from the outset we weren't satisfied with the notion that we should be defining, within the context of what this national standards movement is all about, what kids ought to know and be able to do as they leave us in 12th grade. We were never satisfied with the notion that, by defining standards for what students will know and do, and how well they will do it, all problems would be solved. Until we deal with undergraduate education and the way we prepare teachers, and until we deal with how we recognize and reward teachers, we're probably not going to have very much effect on what's going on in schools.

The important thing I want to emphasize here is the collaborative nature of this project. It's a first. It is a precursor of very important things to come, because one of the problems this profession has had over time is its inability to get together and deal collectively with the issues that face us all. We have tended to do things piecemeal and in a fragmented fashion, and when you do that, of course, there isn't power; there isn't strength; there aren't numbers to really accomplish anything.

One of the important things about the project is the dissemination program that you see here. We did a mailing in the late summer (1993) to the members of all the cooperating organizations and ACTFL enclosed a newsletter within its own quarterly publication. The K-12 Task Force, a group that was assembled by all of the organizations that are running the project -- AATF, AATG, AATSP and ACTFL, is magnificent. They are very interested. They've met twice; the first time was in June (1993) in St. Louis. The second was on Cape Cod (August 1993), and they spent four days beginning to deal with the issue of what a standard is, how to provide for multiple entry, and how to deal with the issue of standards that stretch, that are world-class but that still are attainable.

In the course of their discussions, they came up with a number of questions on which we have been seeking advice and input. Within this newsletter is a questionnaire, which has gone thus far to about 70,000 foreign language teachers in the country. It was included, as I said, in the ACTFL newsletter and was sent to all the members of AATF, AATG and AATSP, and then is being picked up here and there in other newsletters and being reprinted and photocopied. We are getting these things back in handsful. The returns started coming back immediately. Almost the minute the newsletter hit, we started getting responses. Jamie Draper, who handles the dissemination part of the project, just finished a compilation of the results thus far.

Question: Is there a specific time, a date in mind at which point any future input will not be really desired?

Scebold: The schedule right now is something like the following: The third meeting of the task force will take place at the ACTFL convention in San Antonio on the 17th and 18th of November (1993). It's going to be a two-and-a-half-day event. The results that are coming in are now being compiled. They have been reported once to the task force, and then they will be reported again as an update to the first report. There will be yet another update prior to that meeting. We are finding a predictable trend at this point in the results, so future questionnaires certainly will be read and examined, but what's likely to happen next is a new questionnaire, or a new publication. There are going to be several of these. One piece of good news that I can report to you is that we issued invitations to publishers and to corporate sponsors like EMC, NTC, ScottForesman, asking them if they would like to sponsor an issue of these newsletters for the standards project. We've received three positive responses to underwrite issues of the newsletter thus far. So we're going to do the newsletters regularly, both through the project and through this additional support we're getting from publishers. Our commitment is that this be two-way dissemination, not just sending out information

on what we decided, but also getting advice, counsel, and opinions from our members, because these are really crucial issues.

One of the early exercises of the task force was to sit down and decide philosophically where they, the task force, stood in terms of foreign language education. They spent a number of hours at the St. Louis meeting outlining their common assumptions about foreign language education. That first draft has been looked at, revised, commented upon, and edited by a few hundred people at this point and is now called *Statement of Underlying Principles* (Appendix A). You'll also be interested in a comment that Jane Barley has forwarded concerning what people had to say about the underlying principles. In meetings where we've taken the statement for discussion, we've gotten a lot of feedback. Based on all that feedback, the statement has been significantly revised.

Barley raises again here some of the questions that came up as people commented, "Do we really mean *all* students?" "What are we talking about here, just those who want to study foreign language or are we going to make everybody take a foreign language?" And so there are a number of critical issues that come out of this. One of the other comments was, "Don't spend too much time on the belief statement; let's get on with creating standards." So that's what the task force is about, getting on with the standards.

At the November meeting (held in conjunction with the ACTFL1993 annual meeting), we'll have the first draft of standards. The task force members, as they sit in their studies now preparing for that meeting, are beginning to draft what they think a standard looks like. We very much are considering the work that was done in Australia, which has been very informative to this project. We thought at first it might guide the project. As it's turning out, it was informative. We've taken from it, but we found in the end it was not all that applicable to our needs. The work with the math teachers has been extremely useful, and it's likely -- if one can predict -- that foreign language standards are going to look, in form, very much like the math standards. The standards are going to describe the sorts of things we want kids to experience in their foreign language school career. That's where the task force finds itself at the moment. They're currently searching and sorting through these issues. A big part of it, of course, is how to deal with multiple entry points; how to deal with long sequences and weigh all of those factors against varying student abilities. It is no small task. But we have an excellent group of people on the task force, under the guidance of June Phillips, who is project director, and Christine Brown, from the Glastonbury (CT) Public Schools, who's the chair of the task force.

We're in the midst right now of doing the budget for year two, and I'm very happy to report, as I did to the board of directors just a few weeks ago, that the indications from the Department of Education are that they will consider a budget in the neighborhood of 200% of year one, closer to half-a-million dollars. That enables us to do a much better job than we could in the first year. In particular, dissemination was very badly underfunded in the first year; and, just in general we didn't understand the magnitude

of the project. I guess misery loves company. All of the other associations, the Department of Education tells us, are in exactly the same position. English, science and the others have faced exactly the same dilemma. It's just a bigger task than we envisioned; it takes more staff time than we envisioned. And so the DOE has been very good in working with us. In fact, they gave us an additional $30,000 for the advisory committee, because in the conversations with the Department of Education, they convinced us that our national advisory council should be quite different than what we first envisioned. Their first meeting is October 25, 1993 in Washington. We do not have many individuals who are non-foreign language education types. We've worked very hard on this, but these are people who are extremely busy, and it has been difficult to get acceptances. I think those who have accepted are excellent. We're very happy with the way it's going, but we have work to do here yet. Senator Christopher Dodd (CT) accepted at the end of last week. He is a very fine addition to this group. Dodd has been a very solid supporter of foreign languages, and is certainly a respected member of the Senate. So that's where we are at the moment. I think probably it would be appropriate for Helene Zimmer-Loew to talk a bit about the other components of the project and then we can come back to discuss some of the implications of this work. There's so much I could say, and maybe will later, about what has happened to us in terms of the national education picture. I think that's what is critically important as we discuss the agenda we have before us here today.

A Proposal to Develop Teacher Standards

Helene Zimmer-Loew

We were indeed disappointed when the second, third, and fourth components of our proposal were not funded. We were thrilled, however, to find that we were going to receive funding for the student standards. But we felt that it was absolutely necessary, when you talk about student standards, to talk about preparing teachers and retraining those who are in service to meet the demands of the new standards for students. It just seemed totally logical to the original planning group, and we could not envision submitting a proposal that had only the student standards. And we did not; we submitted a proposal that had everybody involved in the foreign language education of students in the United States, including the students themselves. We obviously were not going to say "no" when the DOE offered us the $242,000, but that didn't mean that we were not intent on moving ahead in trying to get funding for the other components. We made some attempts with foundations, but that didn't seem to work. So instead, we had another meeting, this time in Chicago, in the middle of September (1993) and in conjunction with the AATG Professional Standards Task Force. This group essentially now has become a collaborative effort as well, because we have representation from AATF (Sally Magnan), AATSP (Lynn Sandstedt), and of course Ed Scebold and his team of people, as well as the entire Professional Standards Task Force from AATG. The final form of this AATG effort is now being presented to the German-teaching profession. Let me say a bit about that before I jump back to the meeting that we had in Chicago.

When we started our work over three years ago, we sat as a group of 17 people, wondering exactly where we should go in terms of developing teacher standards. We considered the idea of producing entry-level teacher and accomplished teacher standards, as the the AATF model before us had done. We looked at other efforts in the field, and at that point it became fairly obvious to us that the work of the National Board on Professional Teaching Standards was going to have a major impact on education in the United States, particularly on the accomplished teacher, or teacher who was in service. We watched not only the enormous effort they were making, but the enormous amounts of money they were getting from every conceivable source (the federal government as well as matching grants from many private foundations) and realized that these folks were determined to do something quite grandiose in rendering teaching a true profession. A true profession is defined as a group of people who band together, set high standards, do not let anyone in who cannot meet those standards, and also, dismiss people who do not continue to meet those standards. I don't know if we'll ever get to that point, but at least we are trying to set high standards. And based on the five tenets of the National Board for Professional Teaching Standards (Appendix B), we took very generic standards and adapted them to German teachers. We went along with everything the national board espouses. These standards would be voluntary; the minimum time of practice would be three years; extremely important was not only what the teacher knows and is able to do, but the fact that the teacher is a professional, contributes to his professional as well as his geographic community; that the teacher understands the students in all their diverse ways, and that this teacher is involved in continuing education, which includes, particularly, the art of reflection. We've been pleased with the results. We've shared these with those outside the German-teaching community, and I think there is some feeling that the work of the AATG is at a point where it could possibly be adapted to other languages, as well.

Returning to the collaborative meeting we had in Chicago this past September (1993), the organizations decided that we would follow the model of the student standards collaborative. The four associations would put together a very specific proposal to procure funds for the development of standards for the entry-level teacher and for the accomplished teacher.

Another thing that became evident as we sat around the table in Chicago is that we indeed are all of one mind; that is, we are in this as associations. We are going to work together; there is a great deal of goodwill; and, there is a feeling that only cooperatively will we get somewhere, despite the fact that the various groups have made different attempts at developing standards in the past.

It's a great relief to all of us to know that we are unified. It's certainly a great pleasure for some of us who've been around for a long time watching all of us do our own thing to see that there is a collaborative spirit and one that says: We are going into this as a language group, not as Spanish or French or German or whatever kinds of teachers.

At this point, we are putting together a proposal. We're hoping for some success, and perhaps next year at this time we'll be sitting around talking about yet another task force to help write those standards. We decided even without outside funding, that we ourselves would fund three or four people to go to one central place in January (1994) and look at the standards that we've all pulled together to see if we can come up with something that we can at least tentatively agree would be our set of accomplished and entry-level teacher standards. I don't know if we can do it in one short weekend, but we're going to make an attempt, since to be perfectly candid, we have already done a great deal of work in the area. It's not that we have to sit and start from scratch, thanks to a lot of hard work on the part of many, many people over the last few years.

Standards and Goals 2000

C. Edward Scebold

In 1989 the governors met in Charlottesville, Virginia. They were there to talk about national education goals (Appendix C). The result of that meeting is well-documented history. Goal 3 and the furor that followed it are also history. But essentially, foreign language education was left out of the goals. And because we were well organized enough to launch a campaign, we began a very aggressive program of testifying at the regional hearings of the goals panel. I'm sure you've all read the reports. We all remember Governor Romer (Colorado) shouting down the foreign language people and saying, "We've heard enough of you people. Would you please sit down and let someone else who has something important to say talk?"

Now, as you examine the legislation that is happening, or has happened in Washington, you will note that the Goals 2000: Educate America Act includes foreign languages. The legislation names foreign languages as a core subject. Goal 3 has been rewritten within that context to reflect foreign languages.

The fact of our inclusion in the legislation is, I think, a first and very important step forward. At the same time let me trace for you what is happening as a result of our being named now as part of core curriculum. Lynn Sandstedt asked me at lunch, "Are we being represented? What's happening with foreign languages in terms of conferences and meetings where educators are convening?" We received a fax three or four days ago from the Council of Chief State School Officers that there's a meeting in Rosemont, Illinois. The chiefs are going to be there with representatives of state departments of education. The purpose of the meeting is to bring together representatives of the national projects working on standards in the various disciplines and representatives from the states that are actively involved in some sort of standards development effort to begin to open the dialogue. Foreign languages are included, and we will be represented there. We'll be sitting at the table with these other people, and I think that this involvement by the chiefs is a very important first step. What's going on right now is that many of the states are way ahead of the national projects. Minnesota is an example. Last summer (1992) the state mandated the creation of standards for the various disciplines and that they be in place by summer 1994. The

problem, of course, when you have states and local districts under mandates to create standards, is that they're going to get busy and do work that may have no relationship whatsoever to the national efforts, and that, obviously, has the potential of being very counter-productive.

The other thing I wanted to note in response to Lynn Sandstedt's question is that, through the project, we indeed do have representation at more and more conferences. The Association for Supervision and Curriculum Development (ASCD) sought us out and they said: We want foreign languages on the panel that will be presenting at the annual ASCD conference. This is happening with many of these national conferences of administrators and others. And, of course, we have good connections to the foreign language conferences; that's not where we need the audience. So they're coming to us, as well as our being very aggressive in trying to get on these programs. And I think that's a good sign. Finally, there is an effort that has been launched by the College Board to bring the academic subjects people together to discuss the implications of standards. Representatives of the associations in English, math, science, art, foreign languages, and social studies are sitting regularly, and there will be a conference next January (1994) yet again of representatives of these groups. Last January (1993), we talked about issues surrounding interdisciplinary curricula. The conference this coming January is going to focus on the issue of national certification of standards, which will be done by the National Educational Standards and Improvement Council (NESIC). This body will be created through the Goals 2000 legislation and will have the responsibility of putting the stamp of approval on standards before they move forward.

Probably the most distressing situation right now deals with funding. President Clinton asked for $585 million for the Goals 2000 reform package. He got $155 million instead. The implication is that, yes, indeed, reform is serious. It's going to continue to be an item on the national agenda; it is going to continue to be the focus. There is clear evidence that funding through entitlements and all of the federal dollars are going to be tied more and more to standards and will be awarded to states and districts that are making an effort to get in step with the national standards movement. When you look at the fact that the federal budget for this coming year eliminated all of the money for teacher development under Goals 2000; when you look at the fact that the request went in for about $600 million and was funded at $100 million; it is a very, very serious situation. We're seeing the same thing happen within the states. So it certainly is reform on the cheap. The challenge is a tremendous one, for we're in the midst of a very, very important endeavor.

I think there is no question that we have an opportunity to pull the profession together in some ways we've never done before, to develop a dialogue and a rationale for why we teach languages that is more compelling than anything we have been able to articulate before. I could give you a list as long as my arm of potential, but you can't do it without financial support . And so the challenge is a tremendous one in terms of finding ways to do it with existing resources and in locating additional sources of funding. We're in a dangerous spot right now, professionally. I reiterate a

conversation I had with David Edwards (JNCL) this past week. David's point was: We're sort of sitting back and saying, gee, isn't it wonderful we're in Goal 3. We're part of core curriculum; they're actually saying foreign languages and core curriculum together. We're playing with the big boys and girls now; isn't it wonderful? And we're kind of sitting back, taking a deep breath at the very moment we should be our most aggressive. I think that is a message you all need to carry back home and that you need to be shouting from the treetops. Number one, it argues for much better funding of that Washington office (NCLIS/JNCL). And we've got to look at what our priorities are. Number two, it argues for support of our professional associations like we've never done. If we can't argue now the importance of these efforts within the affiliate language organizations and within ACTFL, then we're never going to be able to make the case. So it's the time of some real challenge and some real opportunity.

Question: Can either of you talk about standards vis-a-vis the National Assessment of Educational Progress (NAEP)?

Scebold: Yes, the situation as we understand it with the national assessment is that we are a part of the official plan. I spent a lunch within the last couple of months with Graham Down and Ramsay Selden. One of the things that CCSSO has been doing is submitting proposals to NAEP to develop the frameworks for national assessment in various subject areas. At the time of the lunch meeting, the chiefs had just finished a proposal to do the civics assessment framework. The reason for our lunch was to inform me about the process of getting involved in preparing for national assessment in languages. The point that Down and Woody Woodford have been making is that you don't want the chiefs, or anybody else, writing this for foreign languages. We should be getting prepared to do it ourselves. It looks like foreign languages, all things being equal, will be done by 1999 or 2000, probably not before that. Personally, I think that's not awful. I would hate to be in a position where we were trying to write a national assessment for foreign languages before we finish standards. That's exactly where some of the others sit; they've done the national assessment and now they've got some serious revision to do because the assessment and the standards are not consonant.

Question: And once the assessment is done by NAEP -- just as the standards, it's voluntary. Is that right?

Scebold: That's correct.

Question: I guess what we're doing is focusing on the schools, yet in order to have the people we need to do the thing we want, we have to get higher education included. There are an awful lot of people in higher education who are disinterested in what we're doing. How do we get higher education onto the bandwagon?

Scebold: Until we break the stranglehold so that we have some latitude for change and movement within institutions of higher education, not much is going to change. And that is why it's very important that we have standards. But that doesn't say that

there aren't some excellent programs in existence. There are fine examples, but I think what this teacher standards project is about is taking the teacher preparation piece and driving it very, very deep, to the point that we begin to see programs designed around outcomes, and not somebody's area of expertise that they insist they're going to teach. It's not that I don't have any appreciation for literature; I love a lot of those courses, and I learned a great deal from them. It's a question of carts and horses, and they've been hooked up backwards for a very long time. I think we've got to figure out how to unhitch and rehitch, so that the horse is in front pulling, instead of being pushed or backed up into the wall usually. That's not a very good answer, but I can't give you a better one. We've been fighting this battle my entire professional life.

Comment: I think one of the challenging things in working on standards is whether you're going to be describing the *status quo*, or something futuristic. I came away from Cape Cod quite concerned. I felt the standards group was leaning more towards a *status quo* description rather than futuristic. That may have been a wrong impression, but I think it's really interesting that in the summary of the results on the questionnaire, 56.6% of these respondents are saying that school-age foreign language study should ideally begin K-2. I think that we would be so wrong not to begin to describe various places to start with different outcomes. If we don't describe it that way, I think we have shot ourselves in the foot, for 100 years probably. As Christine Brown very appropriately said, this is the 100th anniversary of the Committee of Ten, who really defined what has gone on in this country for the last 100 years in terms of education at every level, and they ended up recommending two years of foreign language, if I recall correctly. I think that is pretty much the standard across the country. Interestingly enough, I believe they started out with six years, and they were criticized and pared it down. If we don't look at it differently and have some way to describe different possibilities for the future, we will stay as we are now.

What Models Currently Exist for the Preparation of Elementary School Foreign Language Teachers?

Colloquium participants were divided into three groups and were instructed to brainstorm programs which they felt were exemplary models for the preparation of teachers for elementary school foreign language programs. Participants were asked to identify for whom the program is intended (e.g., preservice or inservice teacher), program components and distinctive characteristics of the program. After spending approximately one and a half hours in these groups, all participants convened for a plenary session in which each group shared its findings. These program descriptions follow.

Kansas State University

The elementary school foreign language teacher training program at Kansas State University draws its students from those who are seeking extended (K-12) teacher certification (graduate level) as well as from pre-service teachers (undergraduate level). The program consists of two parts: a foreign language methods course focused on elementary education and a practicum. The methods course is offered for three semester hours of credit and instruction is provided at night, during the academic year, so that those practicing teachers who wish to seek a higher level of certification may participate after normal school hours. The practicum, consisting of 60 contact hours, is required so that participants have hands-on experience in actually teaching foreign languages to the elementary school learner. When the methods course is taught during the summer term, participants are required to complete the practicum during the following school year. During the practicum, one class must be primary grades level (1-3). If the participant is a teacher of Spanish,part of the practicum may be in one of the fourth, fifth or sixth grade classes locally and in other Kansas communities where Spanish is taught as a regular course so that the participant gains the experience of working with an actual FLES teacher.

One of the most distinctive features of the Kansas State program is the requirement that students achieve, as a minimum, an Advanced level rating of speaking on the ACTFL/ETS Oral Proficiency Interview (OPI).

University of Northern Colorado

The elementary teacher training program at the University of Northern Colorado is exploring a new approach for endorsing teachers to teach foreign languages at the elementary school level. A state legislative mandate has required that all newly certified elementary school teachers must possess a full major in the arts and sciences, as opposed to one in elementary education. This new requirement has caused Colorado teacher training institutions to consider "endorsements" in areas where teachers will need additional expertise in order to teach satisfactorily. An example is in bilingual education. Students training to be teachers of bilingual

education needed to seek a major in one of the arts and sciences fields. The university designed a special major in Spanish for these candidates. The new major consists of the language requirements plus 18 semester hours of credit needed to obtain a bilingual education endorsement at the elementary level. By combining these new Spanish majors with those following a traditional route, the university has increased its majors from 48 to 140.

The bilingual model has worked so well at Northern Colorado that serious consideration is being given to translating the model into a FLES endorsement for the Spanish major, too. This means, then, that a student desiring to become an elementary school teacher in Spanish would pursue the major in Spanish and would receive endorsement to teach Spanish at the elementary level through completing the Spanish major with FLES endorsement offered through the Department of Hispanic Studies. Additionally, practicing elementary school teachers who already possessed Spanish language ability and who wanted to teach the language in the elementary school could enroll in the elementary methods course and complete a clinical experience after which the university would grant certification.

The components of the program consist of a three semester-hour elementary methods course; a two-hour clinical experience; and a 12 semester-hour student teaching experience in an elementary school which offers a foreign language program. It is envisioned that high school teachers choosing to recertify at the elementary level might not be required to take a full course in student teaching. Advanced level proficiency on the OPI will be required of all certification candidates.

While the teacher training program will be offered as a part of the university's normal academic year program, endorsment and recertification coursework will be available through special summer institutes on campus.

Concordia College

The elementary school foreign language teacher preparation model at Concordia College in Moorhead, Minnesota is unique in several ways: (1) it only prepares those who are licensed or licensable as elementary or secondary teachers of foreign languages; (2) the program is offered exclusively in the summer; and, (3) the program provides an intensive experience with a strong language component for the participants. During the four-week program, which is open to participants throughout the United States, the daily schedule consists of a one and a half hour methods course, an hour and a half demonstration class taught by master teachers, and an hour and a half clinical experience. While there is no component which takes place in a regular school-year elementary school classroom, participants do have the opportunity to employ techniques gleaned from the master teachers with children who provide reality for the clinical experience. On alternating days there is an intensive language and culture experience. Participating Concordia students and undergarduate transfers are required to procure the endorsement of their language department prior to enrolling in order to monitor for language proficiency. Some of the

strengths of this program have been identified as its intensity, its mix of experienced and novice teachers, the large volume of idea and materials sharing which occurs, and the unique opportunity to observe master teachers illustrating sound pedagogical practice through the daily demonstration lessons.

Kansas City (MO) Public Schools

Teacher preparation for the Kansas City (MO) School District is comprised of several components. There are approximately 14 days of professional development required each school year; five of those daus are completed in late summer prior to the start of school. Staff development days are a mixture of state-determined, locally-developed and court-ordered programs.

The Long-Range Magnet Plan (LRMP) became law in November 1986 as the district's attempt to comply with a federal order mandating desegragation and an increase in student achievement levels. Language immersion programs were implemented the following September. There are now ten such schools, K-12, which offre total immersion programs in French, German or Spanish to over 2,300 students. The inservice program of staff development of the immersion teachers takes into account these factors:

- There are presently 110 staff members with the overwhelming majority being teachers new to the United States and American urban education. Ninety percent of the German teachers are from Germany; 85% of French teachers are from Belgium and Canada; 40% of Spanish teachers are from Argentina, Mexico and Peru. Of the 110 teachers, approximately 40 have been with the program for more than five years.

- A shortage of qualified immersion teachers exiting U.S. foreign language teacher preparation programs necessitates that the school district ofer programs on teaching in the immersion setting.

- The district must ensure that staff members understand the role of multicultural and educational equity issues specifically related to the role and mission of the schools and the desegregation plan of the court.

- Appropriate teacher strategies and behaviors must be developed in order to address issues of educational equity.

- Teachers must be trained in specific pedagogical methods related to the immersion classroom.

- Incoming staff members must be provided assistance in adjusting to and becoming familiar with local conditions, including complimentary housing and transportation during the first two weeks of residency in the United States.

• Teachers who support the immersion component and who teach English-language subject matter (e.g., art, music, physical education, English language reading) must also be provided appropriate staff development to acquaint them with the culture and the language of their particular immersion program.

North Carolina

Perhaps the most sophistocated example of cooperation among state departments of education, the university community and local school systems exists in North Carolina. Challenged with a requirement that all kindergarten and elementary school students enroll in foreign language study and faced with a dearth of qualified teachers to provide such instruction, the Center for Applied Linguistics and the North Carolina Department of Public Instruction administered a grant from the U.S. Department of Education's Fund for the Improvement of Postsceondary Education to train teacher trainers in elementary school foreign language methodology. Conducted from 1989 to 1992, teacher educators participated in the following activities: (1) an intensive seminar on FLES methodology; (2) direct observation of local FLES classes; (3) co-teaching with FLES teachers; and (4) collaboration with experienced FLES teachers in the development of a teacher education curriculum. The end result is that program participants have now incorporated these new materials and methodologies into their university curricula for the training and retraining of elementary school foreign language teachers (Appendix D).

The original program was intended for an audience of 25 teacher trainers. One of the wider dissemination goals of the project is to replicate the training program with a second group of North Carolina institutions. Additionally, the teacher education curriculum and training model are available to other education entities which are interested in improving their elementary school foreign language instruction and the training of teachers who provide the instruction.

Michigan (MICH-FLES)

Through a collaborative effort of the State of Michigan, Michigan State University and the District of Ferndale, a unique elementary school foreign language teacher training program was offered for already-practicing foreign language teachers in the Michigan middle and high schools who wanted training specific to the elementary level. This year-long program, which occured outside the normal teaching day, consisted of workshops led by national experts in the various fields under study as well as from local FLES teachers who had considerable expertise in teaching foreign languages to young children. Participants of the program were so pleased with the results that they petitioned the State of Michigan for changes in the endorsement program. Subsequent state actions have made it possible for foreign language teachers to be endorsed K-12 through the offering of elementary school foreign language methods courses at state teacher training institutions.

Iowa State University

In concurrence with State of Iowa guidelines, which call for foreign language certification at two levels (K-6 and 7-12), Iowa State University offers two distinct tracts for teacher certification in foreign languages. The traditional track (7-12), which has existed for some time, will not be discussed here. The K-6 tract provides the opportunity for undergraduates and practicing teachers to add a licensure for teaching a foreign language at the elementary school level. All candidates must take a three semester-hour course in elementary school foreign language methods. Secondary educatiion undergraduates and practicing secomdary teachers must also enroll in a three semester-hour practicum which addresses teaching foreign languages at that level. Practicing elementary school teachers do not enroll in the child development course but do complete the practicum.

The practicum for practicing teachers is completed in their own school system and is supervised by the methods instructor. Secondary education undergraduates take part in a student teaching experience that is completed at the same time as their secondary student teaching. Elementary education undergraduates complete a one semester-hour practicum observing and teaching foreign languages at the elementary school level. Both the methods course and the child development course are commonly taught during a summer FLES institute to practicing teachers who complete the practicum during the following year in their home school.

Georgia

As more and more local districts began to offer elementary school foreign language instruction in Georgia, the need increased for teachers who were equipped to teach young learners. Unfortunately, none of the 21 public and private foreign language teacher training institutions offered a specific course in elementary school foreign language methods. To assist the university community in providing this instruction, the Georgia Department of Education, through funds from the Education for Economic Security Act (EESA), developed a seminar to train the trainers. A two-week intensive summer seminar was offered where university teacher trainers learned about the young language learner, the elementary school curriculum, and appropriate methods for teaching foreign languages to young children. Additionally, these participating teacher trainers had the experience of teaching French, German or Spanish to groups of kindergartners. The summer seminar was followed by continued work in methods and the nature of the elementary school and its learner through three 3-day weekend seminars throughout the following academic year. Each trainer then returned to his own institution and developed an elementary school foreign language methods course based on the information gained in the seminars.

The above models were cited not to provide an exhaustive list of existing programs but to present several well-conceived and well-implemented efforts to provide comprehensive preparation for elementary school foreign language professionals.

What is Envisioned as the Ideal Model for Elementary School Foreign Language Teacher Preparation?

After participants had identified existing exemplary elementary school foreign language teacher preparation programs, the charge was issued to return to the same brainstorming groups and, informing themselves from those sound existing programs but dreaming about what could be, envision the best kind of program which could be operationalized for delivery of excellent teachers to our schools. After the brainstorming session, participants again returned to a plenary session in which the following models were revealed.

MODEL A

Participants: Preservice teachers

Components:

Language
- candidates must score advanced or higher on the OPI
- required experience abroad: one year highly recommended with homestay, school observation and practicum. Courses in language, culture, children's literature should be taken while abroad.

Methods
- follow examples of elementary school foreign language teacher preparation curricula provided in Appendix D

Practicum
- extensive observation followed by internship and student teaching

Distinctive characteristics:

Training of teacher trainers (done at regional and national levels) through specially-designed institutes

Development of "master teachers" who would learn, through workshops, about doing research in their own classrooms

Methods provided in content-based areas (e.g., math, science, social studies, art, music, physical education)

Further elaboration:

The study abroad aspect of the language component is viewed as essential in the preparation of those who will teach foreign languages in the elementary schools. With so few university methods professors having elementary school teaching experience, there is much to be gained by practica and extensive observation experiences in target culture elementary school classrooms while the teacher candidate is involved in study abroad. Particular benefits would accrue in the areas of children's literature and in songs, games and rhymes which target culture children know as a natural part of their early schooling. Properly prepared in advance of the study abroad experience, teacher candidates could find the foreign elementary school classroom a gold mine of information and activities to take to their own teaching venue. Apart from instructional content, another area of learning for the teacher candidate observing the target culture classroom is the cultural nuances which pervade the daily instructional experience. Noting how children respond to the teacher; how they line up; where they place their things; how they request permission to do certain things; how lunch is taken and so forth provide rich tidbits of information to share with students and perhaps incorporate into the home classroom environment.

For university elementary school methods training to truly be effective, teacher trainers need to have experience teaching at that school level. The reality, however, is that many methods professors have never taught below university level. To address this deficiency, two options were identified by the group designing Model A. First, university teacher trainers and master FLES teachers can form collaborative relationships for mutual benefit. University professors can have the opportunity to observe and teach FLES classes while at the same time offering the university methods classroom as a place where the FLES master teacher can share his knowledge and experience with teacher candidates. Such an arrangement, which might last as long as a year, could prove very beneficial to all concerned.

Second, the concept of providing formal training instititutes for teacher trainers has proven very successful in several local settings, most noticeably in Georgia and North Carolina. Faced with ever-increasing demands for well-trained elementary school foreign language teachers, departments of education in both states sponsored institutes to "train the trainers." These states' efforts are documented in the chapter entitled, "What Models Currently Exist for the Preparation of Elementary School Foreign Language Teachers?"

Model B

Participants: Preservice teachers

Components:
- Experience-based curriculum that provides for demonstration of language skills, culture and pedagogy.
- A foreign experience with school visitations / observations
- Literature of children
- Pedagogical training related to the different types of K-8 programs, all of which are interactive, interdisciplinary, manipulative (hands-on), student-centered
- Active cooperation between practice teacher and university

Distinctive charactieristics:

Language courses are outcomes-driven, that is, they are designed to provide the language needs of a K-12 foreign language teacher.

Use of the National Defense Education Act (NDEA) teacher institute model

Elementary school foreign language methods courses which focus on content-based instruction

Addressing equity issues

Use of technology in instruction

Solid linguistics background

Further elaboration:

While today's foreign language pedagogy classes espouse the offering of language classes which are communicatively-based, few of today's teacher candidates actually receive such language instruction as they move through their major area courses. There must be a shift from courses which are predominately literature-oriented to courses which more actively facilitate communicative language development. When literature courses are taught, rather than an opportunity for pure literary analysis, they should be approached through the medium of authentic material which allows reading for meaning and leads to greater cultural understanding. Further, teacher candidates need content-based language learning experiences in order to learn language better and to equip them, through first-hand experience, with the necessary experiential background to provide such instruction to their own students.

Prior to certification, there should be a demonstration of language competence, cultural knowledge, and teaching ability. There also needs to be in place a process for mentoring -- before, during and after the program -- so that teachers can move to higher levels of experience and understanding. Built into the process should also be the cycle of experience - reflection - application.

Model C

Professional Development:

- The program must have rigor, flexibility and the ability to accommodate students at various entry levels.
- Each student will have a series of authentic school experiences at various grade levels from the moment of entry into the program.
- Collaboration mus exist among school-based educators, college of education faculty and content-area faculty.

Personal Development:

- Communication skills
- Critical thinking skills
- Leadership skills
- Life-long learners
- Demonstration of artistic skills
- Multicultural awareness

Linguistic Development:

- Advanced level proficiency required in all four skills (as measured and described by the ACTFL Proficiency Guidelines)
- All professors teaching the language should be aware of the pedagogical content knowledge of the discipline and be able to model it in the classroom
- At least one semester of study abroad required with an internship experience in the elementary school

Further elaboration:

The three divisions of this model represent the education background the teacher candidate receives from the college of education (professional development), general education or core curriculum (personal development) and the foreign language program (linguistic development). Given the fact that teacher candidates now approach their training from many non-traditional avenues, the professional development component must be flexible enough to accommodate a large variety of students who bring different experiential backgrounds with them. Age, educational background, previous work experience and cultural diversity are all elements which are at work today, and will be more so in the future, in teacher education programs. These factors, once recognized and activated, can enrich the program for participants.

From the moment students make a decision to enter a teacher preparation program, they should have opportunities to observe classroom instruction in the schools. These experiences should become more prolonged and be of greater substance as the

student progresses through his program with a culmination in the student teaching experience. Perhaps the greatest challenge of this component is the cooperation which should occur between education and foreign language faculties. Students should be able to envision, throughout their education coursework, the place of the foreign language program in the total picture. Language faculty providing visiting lectures and discussions in required general education courses can facilitate teacher candidates seeing the linkage to their area of specialization. In addition to collaboration between the university education and arts and sciences faculties, practicing FLES teachers should also be heavily involved in teacher training. Identified master FLES teachers from the local community can provide deep insights, valuable observations and tried-and-proven strategies related to the elementary school foreign language classroom.

Students should be asked to demonstrate acquisition of the skills delineated under the Personal Development section. The ability to communicate, not only with students, but also with school personnel and the public; the ability to think critically and creatively; the ability to provide proper leadership; the ability to continue to learn in one's chosen content area; the ability to capture students' interest and enthusiasm through creatively and artistically developed lessons; and the ability to interweave the importance of multicultural perspectives are all skills which elementary school foreign language teachers need to possess in order to make their programs successful.

The most important element to their linguistic development is that students observe sound pedagogical practice while learning their foreign language. There should not be any difference between what students learn as sound methods of teaching foreign languages in their methods classes and the kind of instruction they receive in their university language classes.

Common Characteristics Among the Models

While all three of the above models provide a different perspective on preparation of foreign language teachers for the elementary schools, there are common elements which run through all three. In terms of **language development**, the concensus among the groups is that teacher candidates should achieve, as a minimum, in the advanced range on an OPI in their language. There is strong support for a mandatory study abroad component, ranging from one semester to a full academic year, during which the student would take appropriate coursework but would also do extensive observation in target culture elementary schools for the purpose of gathering culturally-authentic instructional techniques that can be employed in the foreign language classroom back home. Such observations abroad will further deepen the teacher candidate's understanding of the nature of young children and appropriate practices to be used in their education. Another common characteristic in the three models is that university language courses reflect a proficiency orientation with course content designed to equip the candidate with language which will be necessary for use as a classroom teacher. While literary analysis has its place in any language

teacher preparation program, there is the observation from the groups that many existing university programs are overloaded with such courses now and candidates many times graduate from these programs deficient in language skills which are needed to teach the language. A balance needs to be sought between courses that actively develop language and those which should be offered after significant language ability is in place.

In regard to **methods training and practica**, the three models strongly support forging a more cooperative relationship among university education and arts and science faculties and those at the schools. The historical segmentation of teacher preparation into two university camps which seldom communicate and a school environment where teacher candidates sometimes observe disparity between their training and day-to-day reality has yielded less than satisfying results. The success of future elementary school foreign language teacher training will depend in large measure on close communication and cooperation among those groups in design and delivery of appropriate methods courses and in shared responsibility of monitoring the practica experiences which will be part of the training.

The teacher preparation curriculum jointly developed by the North Carolina Department of Public Instruction and the Center for Applied Linguistics and other curriculum models identified in Appendix D are regarded as excellent examples of necessary content for elementary methods training at the university. In addition to offering generic courses in teaching foreign languages to elementary school students, universities will need to consider implementing courses in specific methodologies for teaching math, science, social studies, etc. The models recognize, however, that many university foreign language methods professors do not possess the requisite background to provide such instruction and that university faculty development, simliar to that done in Georgia and North Carolina, will need to be considered at state, regional and national levels.

Teacher training programs should allow for students to have extensive opportunities to observe and practice teaching in a variety of school settings from the very early stages of entry into the training program. Further, prior to exit and certification, teacher candidates should be required to demonstrate their ability to successfully teach the foreign language, reflecting the knowledge and experience gained through their preparation program.

What Are the Implications for the Future?

As colloquium participants dealt with the tasks of identifying characteristics of ideal preparation programs for elementary school foreign language teachers, other issues arose which will have an impact on this preparation. They are the need for greater input on the design of teacher preparation from the foreign language teaching profession-at-large; the wholesale redesign of such programs throughout the country and the need for university faculty development to implement them; the formation of a political action agenda to influence legislation in Washington and funding from foundation and corporate sources; the recruitment of future foreign language teachers, particularly for the elementary schools; and addressing issues of minority participation in the foreign language teaching force.

Survey on Teacher Education and Prepartion

Participants from this colloquium felt it very important to receive broad input regarding redesign of teacher preparation from foreign language professionals in the United States. To accomplish this desire, Paul Garcia, Loren Alexander and Marcia Rosenbusch (all colloquium participants) prepared the "Survey on Teacher Education and Preparation for Elementary School Foreign Language Learning" (Appendix E). This survey was distributed to attendees of the 1993 Advocates for Language Learning Conference held in Kansas City, Missouri, as well as to other foreign language professionals in the United States. Over 100 responses were received and the information gained from this survey is being catalogued as these proceedings are written.

Program Redesign and Faculty Development

There is a real need to share the thoughts which emerged from this colloquium and from the survey mentioned above with interested university teacher training personnel throughout the country. The suggestion is to seek funding for a national symposium, similar to the Wingspread conference on foreign languages held in the 1980s, to which selected foreign language faculty, education faculty, deans of arts and sciences and education, and master teachers would be invited. The models generated from this colloquium would serve as a genesis for the symposium's dialog with the goal being to further develop a viable training model which is embraced by a larger, more geographically represented audience. Once a model has been identified, the issue of faculty development needs to be addressed. A great deal of the success of elementary school foreign language teacher preparation hinges on adequate training in methodology appropriate to that age learner, yet most university methods professors are ill-equipped to provide this instruction. To begin to alleviate this problem, the suggestion is to create a series of regional faculty development institutes which are

modeled on the programs done in North Carolina and Georgia (see descriptions on pages 21 and 22). These programs could be operated on a recurring basis throughout the country as long as there is a need and funding is available.

Political Action Agenda

Many foreign language educators may feel that the major battle in Washington has been fought and won with the discipline's inclusion in the core subject areas of the *Goals 2000: Educate America Act*. However, the work is actually just beginning. The creation and validation of national foreign language standards has a potentially enormous impact on future funding initiatives at the national level. Foreign language educators will need to remain vigiliant and aggressive in assuring that the discipline receives the funding to make these massive curricular changes happen at the classroom level. Such challenges make the profession's support of the Joint National Committee on Languages (JNCL), our official lobbying group in Washington, and the foreign language professional organizations extremely important.

Recruitment and Minority Issues

The foreign language teaching force has sustained its share of diminishing numbers of "new hires" as the entire teaching profession has experienced the entrance of fewer new teachers to the field. Just as the profession, in general, is actively working in our high schools to attract students to teaching as a profession, so muct the foreign language community specifically target that audience. The suggestion is that the national-level foreign language organizations (e.g., ACTFL and the specific language affiliates) work cooperatively with Future Educators of America and Recruiting and Teachers. Given that the foreign language profession nationally has weak minority representation, any recruitment efforts put into place should also actively work to make minority populations aware of the foreign language field and should encourage their participation.

Appendix A
National Standards in Foreign Language Education (excerpts)

(Draft document produced for review and comment, August 1, 1994)

National Standards in Foreign Language Education

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STATEMENT OF UNDERLYING PRINCIPLES

The following statement was developed by the K-12 Student Standards Task Force as it began work on developing national standards in foreign language education. It is from this statement that the goals for foreign language education were derived, and it is this statement which has guided all the work of the Task Force.

Communication is a necessary and natural part of the human experience. The United States must educate students who are linguistically and culturally equipped to interact successfully, at home and abroad as citizens in the global community. This imperative envisions a future in which ALL students will develop and maintain proficiency in more than one language, modern or classical. Children who come to school to learn English should also have opportunities to develop further proficiencies in their first language.

Supporting this vision are three principles about language and culture, learners of language and culture, and language and culture education:

Competence in more than one language and culture enables people to:

- communicate with people in other cultures in a variety of settings,
- look beyond their customary borders,
- participate more fully in the global community and marketplace,
- develop insight into their own language and culture,
- act with greater awareness of self, of other cultures, and their own relationship to those cultures,
- gain direct access to additional bodies of knowledge.

All students are language and culture learners, and they:

- can achieve success,
- acquire proficiency at varied rates,
- learn in a variety of ways and settings,
- benefit from the development and maintenance of proficiency in more than one language.

Language and culture education is part of the core curriculum and it:

- is student-centered, interactive, and success-oriented,
- focuses on communication and cultural understanding,
- develops and enhances basic communication skills and higher-order thinking skills,
- accommodates varied learning styles,
- is supportive of and integrated with the entire school experience,
- incorporates effective strategies, program models, assessment procedures, and technologies,
- reflects evolving standards at the national, state, and local levels.

GOAL ONE:
Communicates in Languages Other Than English

Standard 1.1: Students will use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts. They will

- discuss topics of interest through the expression of thoughts, ideas, opinions, attitudes, feelings, and experiences;

- participate in social interactions related to problem solving, decision making, and other social transactions.

Standard 1.2: Students will use the target language to obtain, process, and provide information in spoken or written form on a variety of topics of academic, personal, cultural, and historic interest. They will

- obtain information including general ideas and/or specific details from spoken or written texts, radio, television, film, and face-to-face communication;

- process (i.e., select, categorize, analyze, organize and synthesize) information;

- provide information in spoken or written form.

Standard 1.3: Students will use language for leisure and personal enrichment. They will

- listen to, read, or view stories, plays, poems, or other literature; films, songs, or visual works of art for personal enjoyment, engagement in conversation, or interaction with others about it;

- respond in spoken or written form (describe, express opinion and appreciation, and analyze) to stories, plays, poems, or other literature; and songs, films, or visual works.

GOAL TWO:
Gain Knowledge of Other Cultures

Standard 2.1: Students will demonstrate knowledge of the components of the target culture. They will

- explore both the expressive and utilitarian forms developed by the target culture;

GOAL TWO:
Gain Knowledge of Other Cultures (continued)

- describe the patterns of behavior that are derived from the cultural beliefs and values;

- identify and analyze the themes, value systems, mind set, and beliefs that form the world view of the target culture;

- discuss the significance of these contributions to the world community

GOAL THREE:
Access New Information and Knowledge

Standard 3.1: Students will use the target language to reinforce and further their knowledge of other disciplines. They will

- use the target language to discuss their current knowledge of topics from curricular areas, orally or in writing.

Standard 3.2: Students will use the target language to gain access to information and perspectives that are only available through the target language or within the culture. They will

- use this information and perspective to expand their personal knowledge and experience;

- use authentic documents, media, and contact with speakers of the target language.

GOAL FOUR:
Develop Insight Into Own Language and Culture

Standard 4.1: Students will recognize that different languages use different patterns to communicate. They will

- recognize, compare, and contrast language patterns in the target language and their own.

Standard 4.2: Students will recognize that cultures view situations from varying perspectives and evolve different patterns of interaction. They will

- compare and contrast the themes, value systems, mind set and beliefs which form the world view of both their own and the target culture;

GOAL FOUR:
Develop Insight into Own Language and Culture (continued)

• compare and contrast the patterns of behavior which are derived from the cultural beliefs and values.

GOAL FIVE:
Participate in Multilingual Communities and Global Society

Standard 5.1: Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways. They will

• interact directly with speakers of the target language either through face-to-face conversations or written texts;

• access information to discover applications of the target language within the community and internationally.

Appendix B
Standards
National Board for Professional Teaching Standards

The National Board for Professional Standards has identified five generic aspects of exemplary teaching practice in its policy statement, *What Teachers Should Know and Be Able To Do*. These core propositions undergird the more specific standards proposed for the generalist teacher of young children, ages 3-8 of this report. They are:

1. Teachers are committed to students and their learning.
National Board certified teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students from each other and taking account of these differences in their practice. They adjust their practice, based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships. Accomplished teachers understand how students develop and learn. They are aware of the influence of context and culture in behavior. They foster the development of students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

2. Teachers know the subjects they teach and how to teach those subjects to students.
National Board Certified Teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and how to modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. Teachers are responsible for managing and monitoring student learning.
National Board Certified Teachers create and enrich instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They are also adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers know how to use a range of generic instructional techniques. They are as aware of ineffective or damaging practice as they are devoted to elegant practice. They know how to build an engaging, meaningful learning environment and how to organize instruction to meet the schools' goals for students. They are adept at creating a positive climate for interaction among students and between students and

faculty. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Board certified Teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents, administrators and colleagues.

4. Teachers think systematically about their practice and learn from experience.
National Board Certified Teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural difference -- ad the capacities that facilitate intellectual growth; the ability to reason and take multiple perspectives, to be creative and take risks and to adopt a reasoned, problem-solving orientation.

Accomplished teachers draw on their knowledge oh human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature but also in their experience. Striving to strengthen their teaching, Board Certified Teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to valid new findings, ideas and theories.

5. Teachers are responsible members of learning communities.
National Board Certified Teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of staff and local educational objectives. They are knowledgeable about how to employ school and community resources to benefit their students. Accomplished teachers also find ways to work collaboratively and creatively with parents.

Appendix C

National Education Goals

National Education Goals

By the Year 2000:

1. All children in America will start school ready to learn.

2. The high school graduation rate will increase to at least 90 percent.

3. American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, foreign languages, arts, history and geography, and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. U.S. students will be first in the world in mathematics and science achievement.

5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Appendix D
Examples of Elementary School Foreign Language Teacher Competencies

1. Iowa State University
2. North Carolina Department of Public Instruction and the Center for Applied Linguistics
3. National Teacher Partnership Institute

1. Competencies Delineated in the Iowa State University Elementary School Foreign Language Teacher Preparation Program

In the elementary school foreign language teacher preparation program at Iowa State University, the student will demonstrate the following competencies:

1. Knowledge of theories and research on second language acquisition processes in children;

2. Understanding of current curricular trends in elementary school and foreign language education;

3. Ability to develop appropriate instructional objectives that integrate language and cultural learning with content areas of the elementary school curriculum;

4. Ability to prepare effective activity and class plans using instructional strategies based on current theory, research, and curricular trends and which are appropriate to the developmental needs of the young learner;

5. Ability to develop appropriate measures of assessing children's foreign language skills and cultural understanding;

6. Ability to evaluate, select and design instructional materials appropriate to the skills, needs and interests of elementary school students;

7. Awareness of the significance of the historical background, present trends and future challenges to early foreign language education;

8. Knowledge of program models for elementary school foreign language learning;

9. Understanding of the challenges to the establishment of foreign language programs that articulate across levels.

2. Elementary School (K-8) Foreign Language Teacher Education Curriculum

A Joint Project of the North Carolina Department of Public Instruction
and the
Center for Applied Linguistics
(1992)

Elementary School (K-8) Foreign Language Teacher Competencies

1.0 An understanding of second language acquisition in childhood and its relation to first language development

1.1 Knowledge of the major theories of second language acquisition

1.2 Knowledge of the relationship between the processes in first and second language acquisition

1.3 Knowledge of learning styles and ability to provide instruction that addresses various ways in which children acquire language

1.4 Ability to apply second language acquisition theory to classroom practice

2.0 Knowledge of instructional methods appropriate to foreign language instruction in the elementary school

2.1 Knowledge of current theories influencing the teaching of foreign languages

2.2 Knowledge of current foreign language methodologies and their implications for classroom practice

2.3 Ability to select methods and make instructional decisions based on and consistent with program goals, philosophy, and the teacher's professional judgement

2.4 Ability to develop and implement both long and short range plans for instruction

2.5 Ability to create developmentally and content-appropriate lessons using a variety of techniques and strategies

2.6 Ability to select appropriately from one's repertoire of instructional activities

Note: For the purpose of this curriculum, the term *foreign language* has been used to include all languages other than English, and the term elementary school foreign language instruction includes kindergarten through grade 8 (including middle school/junior high).

3.0 Knowledge of instructional resources appropriate to foreign language instruction in the elementary school

3.1 Ability to identify, evaluate, and select developmentally appropriate instructional resources

3.2 Ability to create and/or adapt developmentally appropriate instructional resources

3.3 Knowledge of criteria that guide the identification, selection, and development of appropriate instructional resources

3.4 Knowledge of media center resources and their use

4.0 Knowledge of appropriate assessment and evaluation for foreign language instruction in the elementary school

4.1 Knowledge of the characteristics of foreign language achievement and proficiency

4.2 Knowledge of purposes of evaluation in foreign language instruction (student, instruction, and program evaluation)

4.3 Ability to create and use developmentally appropriate evaluation and assessment techniques of the lesson, the student, and the program

4.4 Ability to collect, interpret, and apply information (about students, instruction, and program) using a variety of approaches and assessment measures

5.0 Ability to develop reading and writing skills in learners who are simultaneously acquiring literacy skills in their first language

5.1 Knowledge of integrated and holistic approaches to developing literacy skills

5.2 Knowledge of the relationship between literacy skills in the students' first and second languages

5.3 Knowledge of the relationship between oral and written skills

5.4 Ability to design activities for introducing and developing reading and writing skills as appropriate to students' second language proficiency and first language skills

6.0 Ability to teach aspects of the target culture appropriate to the developmental needs and interests of students, including children's literature appropriate to the target culture

6.1 Knowledge of resources for up-to-date cultural information

6.2 Knowledge of cultural universals and specific similarities between target and home culture

6.3 Ability to incorporate culture into the foreign language lesson

6.4 Ability to plan activities (including songs, games, rhymes, fairy tales, and fables) that address the world of children in the target culture

6.5 Ability to plan activities that give students concrete experiences with relevant cultural behavior pattterns and practices

6.6 Ability to serve as a role model for the target culture and to foster a positive attitude toward the culture

6.7 Ability to integrate culture into other areas of the elementary school curriculum

7.0 Knowledge of K-12 foreign language curriculum and the elementary curriculum, the relationship among the content areas, and ability to teach, integrate, or reinforce the elementary school curriculum through or in a foreign language

7.1 Knowledge of the general elementary school curriculum by content area

7.2 Knowledge of elementary school foreign language curricula from a variety of school systems

7.3 Ability to identify, select, and integrate appropriate areas of the general elementary curriculum that can be taught in the foreign language

7.4 Ability to identify and integrate processes and practices common to all curricular areas, e.g., problem solving, sequencing, estimating, patterning

7.5 Ability to work collaboratively with staff of the grade(s) being taught

7.6 Ability to work collaboratively with other foreign language educators to ensure an articulated K-12 sequence of study

8.0 Knowledge of elementary school principles and practices, effective classroom management techniques, and the ability to apply such knowledge to create an affective and physical environment conducive to foreign language learning

8.1 Knowledge of local school system philosophy, goals, regulations, and procedures

8.2 Knowledge of the relationship between the affective and physical environment and achievement of foreign language objectives

8.3 Ability to be creative and flexible and respond quickly to changing circumstances

8.4 Ability to communicate high level of expectations to students

8.5 Ability to develop and maintain effective management of the classroom

8.6 Ability to organize a physical classroom that supports the goals of instruction

8.7 Ability to create a comfortable, nonthreatening learning environment

9.0 Proficiency in the foreign language

9.1 Ability to listen with comprehension to the foreign language when it is spoken at a rate considered average for an educated native speaker

9.2 Ability to speak the foreign language with sufficient proficiency in vocabulary and syntax to express both abstract and concrete thoughts at normal speed with pronunciation, stress, rhythm, and intonation commensurate with the teacher's role as a foreign language model

9.3 Ability to read general printed matter with comprehension on the literal, interpretive, and critical levels

9.4 Ability to write clearly, correctly, and effectively in the foreign language

9.5 Knowledge of distinctive linguistic features of the foreign language in comparison with English

9.6 Ability to use the foreign language fluently for all classroom purposes

10.0 Knowledge of child development

10.1 Knowledge of the social, emotional, cognitive, physical, and linguistic development of children

10.2 Ability to apply child development principles in the planning and delivery of instruction

10.3 An understanding and appreciation of children

10.4 Knowledge of the value of the child as an individual and knowledge of the child's world

11.0 Knowledge of the history of foreign language education in the United States and the rationale for various program models in the elementary school

11.1 Knowledge of the history of foreign language education in the United States

11.2 Knowledge of how research and legislation have affected education programs for foreign language learning

11.3 Ability to identify types of programs, settings appropriate for each type, and factors influencing program design

11.4 Understanding of the rationale and development of state and local programs and ability to explain the program design and goals

11.5 Ability to present rationale for elementary school foreign language programs

12.0 Awareness of the need for personal and professional growth

12.1 Ability to network for professional and classroom idea exchanges

12.2 Knowledge of resources and opportunities available to maintain own foreign language proficiency level

12.3 Knowledge of graduate course offerings and requirements for advanced degrees

12.4 Knowledge of and participation in local, state, and/or national foreign language organizations and conferences

12.5 Knowledge of strategies for relaxation, self-pacing, reducing stress, and personal renewal

12.6 Knowledge of professional publications and other resources to maintain contact with current research and trends in general education and foreign language education

13.0 An understanding of the need for cooperation among foreign language teachers, other classroom teachers, counselors, school administrators, university personnel, and community members

13.1 Knowledge of implications of the role of the elementary school foreign language teacher as a specialist among generalists

13.2 Awareness of the need to meet with other foreign language teachers to share ideas and materials, as appropriate

13.3 Ability to serve as a resource person for elementary school classroom teachers

13.4 Ability to work with paraprofessionals (aides, tutors, volunteers, custodians), as appropriate

13.5 Ability to communicate program goals to parents, classroom teachers, school board members, counselors, and administrators at state, university, and community levels

14.0 Awareness of skills for program promotion

14.1 Ability to state rationale for existence of foreign language in the elementary school and for each of the program models

14.2 Ability to use good public relations strategies to promote a foreign language program, for example, by planning special programs and events for the school and the community

14.3 Knowledge of how to work effectively with decision makers and the media

3. Essential Background and Essential Concepts of Second Language Acquisition for the Beginning K-6 Foreign Language Teacher

(as defined at the National Teacher Partnership Institute, Summer 1994)

The following information was developed by participants in the 1994 National Teacher Partnership Institute, sponsored by the National K-12 Foreign Language Resource Center housed at Iowa State University, Ames, Iowa.

Relevant and Essential Background for the Beginning K-6 Foreign Language Teacher

- L1 acquisition process
- Classroom management techniques, especially small group management
- Strong skills in and understanding of the target language
- Understanding of the K-6 curriculum
- Understanding of stages of child development
- Awareness of differing backgrounds of students and their implications for the classroom
- Skills in planning a thematic, integrative curriculum and lessons
- Ability to teach using a variety of techniques and strategies
- Ability to create a low-anxiety learning environment

Essential Concepts of Second Language Acquisition for the Beginning K-6 Foreign Language Teacher

- L2 acquisition proceeds according to predictable stages.
- Degree of acquisition is correlated with the time available for instruction.
- Children acquire language in a low-anxiety environment.
- Culture is closely related to language and an essential component of instruction.
- Meaning can be communicated in L2 without the use of English (or L1).
- Children acquire language through a focus on meaning rather than on grammar.
- Children involve many senses in the acquisition process.
- Meaning in L2 is established, in a school setting, through thematic interpretive approaches incorporating the content of the general curriculum.
- Meaning is established through visual clues.
- Children acquire language through extended listening experiences and negotiation of meaning.
- A relevant, meaningful context is necessary for effective language acquisition.
- The teacher can use a variety of techniques to make the language understandable to children (comprehensible input).
- Children acquire language through the tasks appropriate to their developmental level:
  - -- more manipulation of necessary for younger students;
  - -- language analysis begins later (philosophic layer);
  - -- older students often demand more translations.
- Rate and degree of L2 acquisition are affected by differing student learning styles.
- Learner-centered instruction facilitates second-language acquisition.

Appendix E

Survey on Teacher Education and Preparation for Elementary School Foreign Language Learning

AATG